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ABSTRACT

To identify which needs of the Hart County schools were most important to community members, a study was undertaken using information from a community needs assessment meeting with 28 citizens in Munfordville (Kentucky) in December, 1987. The information used included the top-ranked 25% of individual need statements and all 71 need statements. This report initially examines the top 17 statements using two methods of analyses. These analyses suggest that community members are more concerned about effective teaching and learning, creation of a middle school and a gifted program, motivation for learning, and classroom organization and supply. For all 71 statements, similar items were divided into 20 categories, average ratings of the statements in each category were reported, and priorities among categories were discussed. This analysis confirms the significance of concerns uncovered by the initial analyses, and suggests that class size may constitute an additional topic of concern. However, this latter topic appears to relate to concerns about middle schools and to classroom organization and supply. The 71 needs statements and a list of the meeting participants are appended. (TJH)

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TABLE OF CONTENTS

Section	Page
Executive Summary	1
Purpose	2
The RSS Program in Hart County	2
The Place of the Community Meeting in the RSS Program	4
The Process Used for the Meeting in Munfordville	4
Methods	5
Information Gathered	5
Findings	7
Top-ranked 17 Need Statements	8
Similarities of meaning	12
Statistical similarities	13
Other issues	15
Summary	15
Analysis of All 71 Need Statements	16
Summary	21
Concluding Remarks	22
Appendices	23

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Executive Summary

In order to identify which needs of the Hart County schools were most important to citizens, we studied information from the community needs assessment in two ways: (1) by looking at the top-ranked 25% of individual need statements and (2) by looking at all 71 need statements.

First, this report examines the top-ranked 17 statements, using two methods of analysis. These analyses suggest that community members (as represented by participants at the needs assessment meeting) are most concerned about five topics:

- effective teaching and learning,
- creation of a middle school,
- gifted program,
- motivation for learning, and
- classroom organization and supply.

Second, this report examines all 71 statements in order to include all available data. The analysis confirms the significance of the above topics. This analysis also suggests that class size may be an additional topic of concern to citizens. This topic, however, appears to relate to concern about middle schools and to classroom organization and supply.

TAKING THE PULSE:
A COMMUNITY CONFERENCE TO GATHER INFORMATION ABOUT SCHOOL NEEDS IN HART COUNTY

Purpose

Twenty-eight citizens gathered in Munfordville on the evening of December 7, 1987, to develop a list of what, in their view, were the most important educational needs of Hart County. This is a report of their work.

The report has been developed especially for Hart County citizens and educators involved in the Rural, Small Schools program. It is addressed, most specifically, to members of the temporary study group that is part of the Rural, Small Schools program in Hart County. The program is sponsored by the Appalachia Educational Laboratory, with the assistance and cooperation of the Hart County Schools.

The RSS Program in Hart County

The RSS program works with a partnership of community and school representatives to plan a school improvement project. Data gathered from the school (with the Profile of School Excellence, a study of the schools) and from the community (in the community meeting mentioned above) are used to help determine educational needs.

Reports of the results of both studies are given to a temporary study committee. The temporary committee reports to a Steering Committee of 21 representatives--10 educators, 2 students, and 9 community representatives.

The role of the temporary study committee is to interpret the findings of the studies to the Steering Committee, with a focus on identifying needs that can be addressed with the help of the Rural, Small Schools program. Once the needs have been determined, a temporary planning committee will plan the school improvement project. The planning committee, like the study committee, will be appointed by the Steering Committee.

The role of the Steering Committee is to review the work of both temporary groups, to ask the temporary groups for further information if necessary, and to present a final version of a school improvement project to the Hart County Board of Education.

In this way, the RSS program helps professional educators and lay people work together--using research-based information and procedures--to contribute to the improvement of something that concerns them both: the education of the children in their communities.

The RSS program hopes that this collaborative effort can also be applied to community development projects, and that the School-Community Partnership will continue after the RSS program ends.

The techniques of the partnership are applicable to a wide range of projects, including many community development projects. The process used in this study, and described below, is one such widely applicable technique.

The Place of the Community Meeting in the RSS Program

The purpose of the community meeting is to provide an educational "needs assessment" of the community of which the Hart County Schools are a part. The other study--the Profile of School Excellence (PRO-S/E)--accomplished the same purpose for the other half of the School-Community Partnership (that is, the schools).

The process used in the community needs assessment is a structured method that allows study group members and Steering Committee members to get an objective view of the concerns of the community. All views can be heard: the process can accommodate any concern--no matter how controversial or how unpopular--that is raised by a participant. In fact, the objectivity of the process depends on the airing of a wide range of views.

The Process Used for the Meeting in Munfordville

The participants at the December meeting did air a wide range of views. There were 28 participants, all told. The meeting was arranged with the help of the superintendent of schools,

Mr. Wandel Strange, who asked civic organizations, parent organizations, and businesses, to appoint participants (see Appendix D for a list of participants and the groups that nominated them). The meeting began at 4:30 p.m., broke for supper about 6:30 and ended about 8:00.

Methods

The meeting room was arranged to accommodate four small groups, each with seven members. The meeting was conducted by RSS staff members, around the following four activities:

- training about how to develop a "need statement,"
- generating need statements in small groups,
- editing and revising need statements in small groups, and
- rating the importance of each need statement developed by each group.

Participants had supper while the need statements were entered into an electronic database by RSS staff. Following supper, participants rated the statements individually, as RSS staff displayed them on a projection screen and read them orally to the reassembled large group. Participants were advised to ask for review of statements they wished to see again, and several asked for such a review.

Information Gathered

The four groups (labelled A, B, C, and D) generated a total of 71 need statements. Group A developed 20 statements; Group B

developed 16 statements; Group C developed 11 statements; and Group D developed 22 statements.

Each need statement (see Appendix A) is composed of four parts. The structure of the statement asserts a gap between two perceptions, a participant's view of (1) the way things <u>are</u> at present (called a "what is" statement) and (2) the way things <u>should be</u> (called a "what is preferred" statement). The four parts of each statement are as follows:

- an identifying <u>label</u>; for example "A01" indicates that the statement was the first one developed by group A;
- a <u>topic</u>, composed of one or two words that describe what the need statement is about, for example, "dropouts";
- a "<u>what is</u>" statement, for example, "the dropout rate is too high"; and
- a "<u>what is preferred</u>" statement, for example, "that the dropout rate be zero."

After each statement was edited in the small group sessions, and after the edited statements had been prepared for presentation to the entire group, all 28 participants individually rated each of the 71 statements in the manner described above. They used a 5-point scale in which a rating of "1" was very low, a rating of "3" was neutral, and a rating of "5" was very high. Participants were encouraged to use the full range of the scale when they rated statements.

The complete text of all need statements and the corresponding averages of all 28 individual ratings can be found

in Appendix A. Appendix C displays the statements in rank order (from highest to lowest) according to average ratings.

Findings

The results of the meeting are studied in two ways. The first looks at the top-rated 17 need statements (that is, the top-rated 25%). It provides a guide for determining which differences between the reported average ratings can be used to establish priorities among need statements. For example, how can you tell if a statement with an average rating of 4.03 is more important than a statement with an average rating of 3.82? The analysis provides a guide for making such distinctions. This analysis also uses two methods to describe common concerns among the 17 statements.

The second way of studying the results looks at all 71 statements. This method also (1) categorizes similar items into twenty categories; (2) reports the average rating of statements in those categories; (3) discusses priorities among categories. At the same time, it provides similar guides for distinguishing priorities among needs as the one described in the preceding paragraph.

Top-ranked 17 Need Statements

The average ratings given these 17 need statements by the 28 participants in the needs assessment meeting ranged from a high of 4.53 (one statement) to a low of 3.85 (four statements). This means that, as a group, the participants regarded these statements as varying in importance from higher than average to very high.*

Readers may still wish to know whether or not these rather high ratings reflect a consensus among participants. A statistic called the "standard deviation" is a measure of variability (that is, of the scatter of ratings). A high standard deviation means participants had very different views of the need statement; a low standard deviation means that participants had rather similar views of the need statement. On a 5-point scale a standard deviation of 1.00 is typical (see technical note on previous page).

Five of these 17 statements had a standard deviation greater than or equal to 1.00. Of the remaining 54 (lower-rated) need statements, 40 had standard deviations above 1.00. These facts

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* Technical note: For this sample, the average rating given by all participants to all statements (i.e., 28 x 71 = 1,988 ratings) was 3.49; and the standard deviation of these ratings was 1.18. For this sample, the average of 71 standard deviations of statements was 1.06, of 28 standard deviations of raters the average was 1.12.

suggest that agreement on the highest-rated statements was strong.

The text of these 17 statements, their rank (1-17), and their average rating (4.70-4.00) follows:

rank	1
average rating	4.53
topic	tenure
what is	tenure protects poor performance in teachers
what is preferred	that poor teachers be eliminated from school system

rank	2
average rating	4.35
topic	tenure teacher evaluation
what is	too much security
what is preferred	that they be kept up to date

rank	3
average rating	4.28
topic	tenure
what is	fifth year being laxed
what is preferred	that teachers could be fired if not up to par

rank:	4
average rating	4.17
topic	combination rooms
what is	two grades in a room
what is preferred	that rooms be same grade

rank	5
average rating	4.17
topic	writing skills
what is	student writing skills below average
what is preferred	that writing skills be focused upon

rank	6
average rating	4.14
topic	learning disabilities
what is	not being recognized early enough
what is preferred	early recognition of learning disabilities in school system

rank	7
average rating	4.07
topic	middle school
what is	none in Hart County
what is preferred	that a middle school be established to avoid class crowding and student movement into high school each day

rank	8
average rating	4.03
topic	unhappy students
what is	some students are bored due to slower students in same classroom
what is preferred	that students be taught and motivated on their level

rank	9
average rating	4.00
topic	motivation
what is	students are not interested in learning
what is preferred	that students be excited about learning

rank	10
average rating	3.96
topic	class size
what is	some classes are much too large
what is preferred	that there be fewer students per class

rank	11
average rating	3.89
topic	overcrowding
what is	classes too large
what is preferred	that we have more teachers

rank	12
average rating	3.89
topic	gifted students
what is	inadequate challenge
what is preferred	that there be broader and more intense programs

rank	13
average rating	3.89
topic	teacher-administration relationship
what is	friction between teachers and administration
what is preferred	a cooperative, progressive attitude

rank	14
average rating	3.85
topic	academic improvement
what is	program exists, but needs to be strengthened
what is preferred	that a quality gifted program be initiated as soon as possible in the early learning grades

rank	15
average rating	3.85
topic	parent participation
what is	no parent participation at high school
what is preferred	that more parents be encouraged to be involved

rank	16
average rating	3.85
topic	middle school
what is	confusion and dissatisfaction of eighth graders, etc.
what is preferred	that seventh, eighth, and ninth be combined in one facility

rank	17
average rating	3.85
topic	teaching materials
what is	not enough money for teachers to have needed teaching materials
what is preferred	that proper monies be appropriated to provide teachers with proper materials

In assessing need statements, it is important to realize that there are limits to assigning priority to statements on the basis of their average ratings. (See the related discussion in the first paragraph under the heading "Findings" above). On average among these 17 need statements, those whose averages differ by less than .50 cannot be distinguished in importance from one

another. Such statements should be interpreted as having been judged as of equal importance by the 28 participants who rated them.*

It is, however, possible to summarize the concerns reflected in all 17 statements in two ways. The first method is based on reading the statements for similarity of meaning, the second on analyzing the rating for patterns of statistical similarity.

Similarities of meaning. Some statements seem to relate to the same topic. One such interpretation of these similarities follows. This analysis was completed before conducting the statistical investigation reported below. Only those topics that are represented by more than one statement are described below:

- class size
  (statements A04, A09, D16, C01, and perhaps B16)
- teacher quality and effectiveness
  (statements A17, C08, D13)
- academic challenge for talented students
  (statements B05, C07, C05)

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* Technical Note: In general, a difference between ratings of about 0.50 is needed to confirm a statistically significant difference ($p < .05$), though the degree to which particular statements are related and the size of their standard deviations needs to be taken into account. Two-tailed t-tests of the difference between related means indicate that the top-ranked statement is considered more important than the statements ranked 9-17, but of equal importance as statements ranked 2-8. The second-ranked statement is of different importance than statements ranked 12-17, on the same basis.

Statistical similarities. A statistical technique called "factor analysis" identifies five clusters of need statements (called "factors") that together account for about two-thirds of the differences among ratings given the top 17 statements. The five factors include the following need statements:*

(For clarity, they are grouped on the following page with need statements that have been developed to express the commonalities in a familiar format.)

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* Technical note: Items were judged to contribute significantly to factors if the factor accounted for at least 20% of the variance of the item ratings. This is equivalent to a factor loading of .45 (i.e., the square root of .20). Hence, each of the above items had factor loadings of .450 or greater.

- Factor #1-- A17, D13, B05
- Factor #2-- C08, A09, C01, B16
- Factor #3-- C07
- Factor #4-- B12, A04
- Factor #5-- D05, A11

What do the statements in each factor have in common? One interpretation is given below, in the form of a composite need statement for each factor.

Factor #1--

Topic:	effective teaching and learning
What is:	not enough is expected of students
What is preferred:	that teachers expect more of students

Factor #2--

Topic:	middle grades
What is:	crowding, confusion
What is preferred:	middle grades in one facility

Factor #3--

Topic:	gifted students
What is:	students not adequately challenged
What is preferred:	broader and more intense programs

Factor #4--

Topic:	classroom organization and supply
What is:	classrooms not organized or supplied sufficiently well to meet student needs
What is preferred:	improved organization and supply

Factor #5--

Topic:	motivation
What is:	staff and students not cooperating productively among themselves
What is preferred:	that staff and students work productively together to enhance learning

Other issues. Three statements among the top 17 are not connected to other statements in either of the two ways used to summarize all 17 statements. The topics of these statements are students' writing skills (statement B06), early identification of learning disabilities (statement A03), and the involvement of parents of high school students (statement B14).

Summary (top 17 statements). Important issues linking the statements concern (1) teacher quality and effectiveness; (2) class size--particularly in relation to the middle grades; and (3) academic motivation and challenge--particularly for able students.

Analysis of All 71 Need Statements

In order to analyze all 71 need statements, categories that reflect duplication among the entire set of statements must be developed. Adopting the first of the two methods of summary described in the preceding section (that is, reading statements for similarity of meaning), we created a category if two statements seemed to be closely related.

A goal in this analysis is to help distinguish among priorities inherent in the participants' ratings. In the case of the categories created for these statements, a difference of approximately .35 between average ratings represents a real difference.*

We created twenty categories that summarize all 71 need statements. Since this procedure is a matter of interpreting the meaning of statements, readers need to be able to look at the statements that make up each category. Please see Appendix B for:

- the title of each category,
- the category rating (derived by averaging the ratings of the statements in the category), and
- information about each statement in the category (label, topic, rating, and standard deviation).

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* Technical Note: If a category is represented by 4 statements, then the number of ratings that represents the category = 112, (i.e., n = 4 x 28) and the critical value of t = 1.984; then, for standard deviations of 1.00, a difference between means of .25 is statistically significant at $p < .05$ (two-tailed test with related samples).

Readers who want to reinterpret the category for themselves should read the complete need statements that make up the category; they can be found in Appendix A.

Brief definitions of the categories follow. This analysis, like the preceding analysis of the meaning of the top 17 statements, was completed before conducting the factor analysis study reported in that section. That is, the statistical study did not precondition this analysis.

The categories below are listed in the order of category ratings. The number of statements that make up each category appears in parentheses following the definition.

Class Size (3.92): smaller classes
(4 statements)

Middle School (3.91): creation of a middle school
(3 statements)

Gifted (3.87): gifted program
(2 statements)

Teachers (3.84): effectiveness, tenure, motivation, and satisfaction of teachers
(7 statements)

Academic Behavior (3.73): motivation of students to learn
(2 statements)

Teaching Supplies (3.61): classroom materials
(3 statements)

Parents, Homes, Community (3.56): involvement with children's learning and school activities; includes issues of community support and involvement to a lesser degree
(8 statements)

Curriculum and Programming (3.54): improvements in course of study and academic services
(5 statements)

Learning and Achievement (3.44): standards of learning
(5 statements)

Counseling (3.43): counseling of college-bound students
(2 statements)

Academic Rewards (3.41): rewarding students for academics
(2 statements)

Fund-Raising (3.41): reduction of fund-raising activities
(3 statements)

Affective Behavior (3.35): students' pride in their schools
(2 statements)

Kindergarten (3.34): Kindergarten program
(3 statements)

Busing (3.33): concern about distance students must travel, behavior of students on buses, and speed buses travel
(3 statements)

Administrative/Management (3.28): concern about a variety of issues, policies, and procedures that concern the management of the schools
(6 statements)

Student-Teacher Relations (3.26): student discipline and classroom learning climate
(4 statements)

Lunchtime Schedule (3.23): amount of time students are given to eat lunch
(2 statements)

Sports (2.93): sports facilities and staff
(2 statements)

Minorities (Blacks) (2.41): equity in staffing; curriculum
(2 statements)

Readers should realize that this analysis is just one interpretation among many that are possible. (Other possible interpretations involve assigning statements to different categories, creating different categories, creating a different number of categories, or ranking categories on some other basis than average rating--for example on number of statements in the category.) Because data about each statement are, however, supplied to the study group, members are free to treat those data in different ways from the way they have been treated in this report.

The top five categories cannot be distinguished in importance from one another (see the technical note on page 16). The categories produced in this fashion, however, resemble the five factors generated statistically. The topics of middle schools (factor 2), gifted program (factor 3), effective teaching (factor 1), and academic motivation (factor 5) are represented in both analyses. In addition, two of the three class size statements in the top 17 statements (namely, A04 and C01) contribute to two separate factors (factor 2, middle schools, and factor 4, classroom organization and supply).

The analysis of all 71 statements by category, then, confirms the results obtained by analyses of the top 17 statements. It also provides some evidence that class size may be treated as an issue separate from the issue of middle schools.

TABLE I

Categories and Supercategories Generated for the Community Needs Assessment Report

Category Rank	Category Name	Category Mean
1	Class Size	3.92
2	Middle School	3.91
3	Gifted	3.87
4	Teachers	3.84
5	Academic Behavior	3.73
6	Teaching Supplies	3.61
7	Parents, Homes, Community	3.56
8	Curriculum and Programming	3.54
9	Learning and Achievement	3.44
10	Counseling	3.43
11	Academic Rewards	3.41
12	Fund-Raising	3.41
13	Affective Behavior	3.35
14	Kindergarten	3.34
15	Busing	3.33
16	Administrative/Management	3.28
17	Student-Teacher Relations	3.26
18	Lunchtime Schedule	3.23
19	Sports	2.93
20	Minorities (Blacks)	2.41

(Horizontal lines separate supercategories.)

The main points to observe when you use Table I are (1) that categories within each supercategory are really of approximately equal importance and (2) that supercategories are really of different importance from one another.*

It is fair to conclude from these points that categories drawn from different supercategories (for example, class size and fund-raising) really differ in importance from one another. Hence, it may also be possible to argue that individual need statements that belong to different supercategories really differ from one another (regardless of their actual ratings in this set of data). If particular need statements have average ratings that are very close, this argument can provide a basis for distinguishing between them.

It is difficult, unfortunately, to describe these supercategories, since each is made up of a variety of quite different topics.

Summary (all 71 statements). The five categories in the top-ranked supercategory reflect the topics that emerged from a consideration of the top 17 need statements.

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* Technical Note: The number of ratings upon which the average rating of the supercategories is based is above 400. If the critical value of t = 1.966, then a difference between supercategory means of .14 is enough to assure that the supercategories are actually different (two-tailed t-tests on related samples at p <.05).

Concluding Remarks

The cooperation of the schools in sponsoring this study and participating in the School-Community Partnership is a sign that the school staff is secure about their accomplishments and, at the same time, eager to address new goals.

This report, however, would be incomplete without a final word about topics that are not perceived as needs by Hart County citizens. Some important topics that have figured as needs in other districts were not even mentioned by conference participants.

These topics were not mentioned as needs: improving achievement scores, improving curriculum, reducing dropout rate, reducing substance abuse, constructing new buildings, and maintaining old buildings. Their absence is evidence of the strengths of the Hart County Schools.

We (staff of AEL's Rural, Small Schools Program) would like to thank both the school staff and citizens who helped make the needs assessment conference a productive event. Thanks: it's an honor for us to work with you.

APPENDIX A

71 Need Statements
For Groups A, B, C, & D

LABEL	RATING	TOPIC	WHAT IS	WHAT IS PREFERRED
A01	3.78	PARENT APATHY	TREMENDOUS APATHY WITH PARENTS	THAT PARENTS BE INVOLVED WITH SCHOOLS
A02	2.85	KINDER-GARTEN SCHEDULE	ALL DAY SCHEDULE FOR STUDENTS	THAT SCHEDULE CONSIDER AGE OF STUDENTS
A03	4.14	LEARNING DISABILI-TIES	NOT BEING RECOGNIZED EARLY ENOUGH	EARLY RECOGNITION OF LEARNING DISABILITIES IN SCHOOL SYSTEM
A04	4.17	COMBINA-TION ROOMS	TWO GRADES IN A ROOM	THAT ROOMS BE SAME GRADE
A05	3.50	STUDENT PRIDE IN SYSTEM	DOESN'T SEEM TO BE ENOUGH PRIDE	THAT STUDENTS BE PROUD OF ALL ASPECTS OF SYSTEM
A06	3.57	BUSING	CHILDREN BUSED LONG DISTANCES	CHILDREN NOT TRAVELING TO DISTANT SCHOOL
A07	3.28	COMMUNITY RESOURCES	NO UTILIZATION OF COMMUNITY RESOURCES	EDUCATIONAL SYSTEM USE PEOPLE IN COMMUNITY TO SHARE THEIR EXPERIENCES AND KNOWLEDGE
A08	3.50	STUDENT COUNSELING	LACK OF SCHOOL COUNSELING	THAT COLLEGE-BOUND STUDENTS BE IDENTIFIED EARLY

APPENDIX A (continued)

A09	4.07	MIDDLE SCHOOL	NONE IN HART COUNTY	THAT A MIDDLE SCHOOL BE ESTABLISHED TO AVOID CLASS CROWDING AND STUDENT MOVEMENT TO HIGH SCHOOL EACH DAY
A10	3.35	HOMEWORK SHEETS	COPIES OF SHEETS HARD TO READ	THAT COPIES AND MIMEO SHEETS BE READABLE
A11	3.89	TEACHER-ADMINI-STRATION RELATION-SHIP	FRICTION BETWEEN TEACHERS AND ADMINISTRATION	A COOPERATIVE, PROGRESSIVE ATTITUDE
A12	3.71	STUDENT PRESSURE	TOO MUCH PRESSURE TOO SOON	THAT LEARNING ATMOSPHERE BE MORE RELAXED AND ENJOYABLE
A13	3.35	SEVEN PERIOD CLASS DAY	STUDENTS HAVE SEVEN CLASSES/DAY	SPEND MORE TIME ON SIX CLASSES
A14	3.35	EDUCATE INSTEAD OF TRAIN	COUNSELORS ARE ENCOURAGING COLLEGE-BOUND STUDENTS TO DECIDE ON CAREER	TO STRESS EDUCATION INSTEAD OF TRAINING FOR COLLEGE-BOUND STUDENTS
A15	3.78	CODE OF ETHICS FOR TEACHERS AND AD-MINISTRA-TORS	NONE PUBLISHED	KNOW WHAT TO EXPECT

APPENDIX A (continued)

A16	2.89	ATHLETIC STAFFS	BASKETBALL TAKES PRIORITY	TOP-NOTCH PEOPLE STAFF ALL COACHING POSITIONS
A17	4.53	TENURE	TENURE PROTECTS POOR PERFORMANCE IN TEACHERS	THAT POOR TEACHERS BE ELIMINATED FROM SCHOOL SYSTEM
A18	2.96	OUTDOOR ATHLETIC FACILITIES	OUTDOOR ATHLETIC FACILITIES DEFICIENT	TO MAKE PLANS TO UPGRADE FACILITIES
A19	3.21	AFTER SCHOOL ACTIVITIES	TEACHERS NOT BEING DEDICATED TO SCHOOL ACTIVITIES	THAT TEACHERS WANT TO HELP AND TAKE PART, NOT BECAUSE FORCED TO
A20	3.07	PARENT-TEACHER CONFERENCE	PARENTS HAVING TO MEET WITH ALL TEACHERS AT ONCE AT JUNIOR HIGH LEVEL FOR APPROXIMATELY FIVE MINUTES	PARENTS MEETING THE TEACHERS AT APPOINTED TIMES TO AVOID HAVING TO WAIT TWO HOURS
A21	3.17	PHYSICAL EDUCATION	NO TOTAL PE PROGRAM EXISTS	THAT QUALITY PE PROGRAM BE IMPLEMENTED FOR ALL GRADES
A22	3.50	FUND-RAISING	TOO MUCH	MUCH LESS
B01	3.28	TEACHER SATISFAC-TION	MANY TEACHERS ARE UNSATISFIED AS THEIR ROLE OF AN EDUCATOR IN HART COUNTY SYSTEM	THAT TEACHERS BE MOTIVATED IN THEIR ROLE AS AN EDUCATOR SO AS TO RECEIVE SATISFACTION

APPENDIX A (continued)

B02	3.67	CLASSROOM SIZE	OVERCROWDED CLASSROOMS	THAT THERE BE LESS NUMBER OF STUDENTS PER TEACHER
B03	3.03	GENERAL KNOWLEDGE	STUDENTS NEED GEOGRAPHY	THAT THERE BE MORE OPPORTUNITIES TO STUDY WORLD GEOGRAPHY
B04	2.82	GENERAL KNOWLEDGE	STUDENTS DO NOT UNDERSTAND RUSSIA	THAT STUDENTS BE TAUGHT MORE ON CULTURES
B05	4.03	UNHAPPY STUDENTS	SOME STUDENTS ARE BORED DUE TO SLOWER STUDENTS IN SAME CLASSROOM	THAT STUDENTS BE TAUGHT AND MOTIVATED ON THEIR LEVEL
B06	4.17	WRITING SKILLS	STUDENT WRITING SKILLS BELOW AVERAGE	THAT WRITING SKILLS BE FOCUSED UPON
B07	2.35	GENERAL KNOWLEDGE	NO BLACK HISTORY TAUGHT	THAT MORE BLACK HISTORY BE OFFERED AS ELECTIVES
B08	3.42	AP CLASSES	LACK OF RECOGNITION FOR AP CLASSES	THAT PROPER GRADING/REWARD FOR AP CLASSES
B09	3.82	KINDER-GARTEN STUDENTS	LACK OF FACILITIES AND TEACHERS	THAT APPROPRIATE FACILITIES AND TEACHERS BE PROVIDED
B10	3.28	BUSING	FAST DRIVERS	THAT THERE BE CLOSER SUPERVISION OF DRIVERS

APPENDIX A (continued)

B11	3.42	MONEY	TOO MUCH OF TEACHERS' TIME UTILIZED TO RAISE FUNDS	THAT PROPER MONIES BE APPROPRIATED TO ELIMINATE FUND-RAISERS
B12	3.85	TEACHING MATERIALS	NOT ENOUGH MONEY FOR TEACHERS TO HAVE NEEDED TEACHING MATERIALS	THAT PROPER MONIES BE APPROPRIATED TO PROVIDE TEACHERS WITH PROPER MATERIALS
B13	2.92	LUNCHTIME	PERIOD TOO SHORT	THAT LUNCHTIME BE LENGTHENED
B14	3.85	PARENT PARTICI-PATION	NO PARENT PARTICIPATION AT HIGH SCHOOL	THAT MORE PARENTS BE ENCOURAGED TO BE INVOLVED
B15	3.67	COMMUNICA-TION	LACK OF COMMUNICATION FROM ADMINISTRATION, SCHOOL TO PARENT, TO STUDENT	COMMUNICATION BE UTILIZED AND EMPHASIZED MORE
B16	3.85	MIDDLE SCHOOL	CONFUSION AND DISSATISFACTION OF 8TH GRADERS, ETC.	THAT SEVENTH, EIGHTH, AND NINTH BE COMBINED IN ONE FACILITY
C01	3.89	OVERCROWD-ING	CLASSES TOO LARGE	THAT WE HAVE MORE TEACHERS
C02	3.46	SCHOOL SUPPLIES	SHORTAGE OF MATERIALS	THAT WE HAVE MORE MONEY BUDGETED FOR THIS PURPOSE

APPENDIX A (continued)

C03	2.46	MINORITY TEACHERS	THERE ARE ONLY TWO MINORITY TEACHERS IN THE SYSTEM	THAT THERE BE ONE MINORITY TEACHER IN EACH SCHOOL
C04	3.03	FINE ARTS	NO TOTAL FINE ARTS PROGRAM IN THE SYSTEM	IMPROVEMENT IN FINE ARTS THROUGHOUT THE SYSTEM
C05	3.85	ACADEMIC IMPROVE-MENT	PROGRAM EXISTS, BUT NEEDS TO BE STRENGTHENED	THAT A QUALITY GIFTED PROGRAM BE INITIATED AS SOON AS POSSIBLE IN THE EARLY LEARNING GRADES
C06	2.85	BUSES	CHANGING BUS BETWEEN SCHOOLS	THAT WE IMPROVE LOCATIONS FOR PICK-UP AND DISPATCH
C07	3.89	GIFTED STUDENTS	INADEQUATE CHALLENGE	THAT THERE BE BROADER AND MORE INTENSE PROGRAMS
C08	4.35	TENURE TEACHER EVALUATION	TOO MUCH SECURITY	THAT THEY KEEP UP TO DATE
C09	3.78	PARENT PARTICI-PATION	LACK OF INTEREST	THAT THERE BE MORE PARENT INVOLVEMENT
C10	3.42	POLITICS	HEIR POSITIONS (INHERITING POSITIONS)	THAT TEACHERS TEACH SOLELY ON QUALIFICATIONS AND INTERESTS
C11	3.39	ATHLETICS	OVER-RECOGNITION	THAT STUDENTS (ACADEMICS) GET EQUAL OR MORE RECOGNITION

APPENDIX A (continued)

D01	3.82	LEVEL OF EDUCATION FACILITIES	WE NOW HAVE ONE CENTRAL HIGH SCHOOL	THAT WE HAVE A MIDDLE SCHOOL OR SCHOOLS
D02	3.64	PARENT INVOLVE-MENT	VERY FEW INVOLVED	THAT MORE PARENTS BE INVOLVED
D03	3.53	EDUCATION	EDUCATION'S IMPORTANCE IS NOT STRESSED ENOUGH	THAT EDUCATION BE STRESSED
D04	3.25	DISCIPLINE	RUNNING, YELLING, WILD	THAT AUTHORITY BE USED TO CONTROL STUDENTS
D05	4.00	MOTIVATION	STUDENTS ARE NOT INTERESTED IN LEARNING	THAT STUDENTS BE EXCITED ABOUT LEARNING
D06	3.35	TRANSPORT-ATION	OVERCROWDING OF BUSES	THAT BUSES BE LESS CROWDED
D07	2.71	ATMOSPHERE OF LEARNING	TEACHERS, STUDENTS, AND FACILITIES AFFECT ATMOSPHERE	THAT EVERYONE BE AWARE OF STUDENTS' BACKGROUND AND ATTITUDE
D08	3.21	COMMUNICA-TION	NOT ENOUGH VERY SPARSE	THAT BETTER COMMUNICATIONS BE DEVELOPED
D09	3.67	HIGHER CURRICULUM STANDARDS	PERFORMING ON LOW ACHIEVEMENT LEVEL	THAT CHILDREN BE BROUGHT UP TO GRADE LEVEL ON ALL SUBJECTS

APPENDIX A (continued)

D10	3.82	TEACHERS	LACK OF DEDICATION	THAT MORE DEDICATION BE REQUIRED
D11	3.46	ENCOURAGE-MENT/STU-DENTS	CHILDREN LACKING INTEREST	THAT CHILDREN BE MORE INTERESTED
D12	3.53	SCHEDULING	DON'T HAVE TIME TO EAT AT LUNCH	THAT ADEQUATE TIME BE SCHEDULED
D13	4.28	TENURE	FIFTH YEAR BEING LAXED	THAT TEACHERS COULD BE FIRED IF NOT UP TO PAR
D14	3.21	SCHOOL PRIDE	THERE IS VERY LITTLE SCHOOL PRIDE	THAT THEY HAVE PRIDE IN THEIR SCHOOL
D15	3.35	KINDERGAR-TEN	TOO FEW KINDERGARTEN TEACHERS	THAT KINDERGARTEN STUDENTS NOT BE BUSED
D16	3.96	CLASS SIZE	SOME CLASSES ARE MUCH TOO LARGE	THAT THERE BE FEWER STUDENTS PER CLASS
D17	3.39	PUBLIC OPINION	SCHOOLS ARE CRITICIZED	THAT THE PUBLIC BE MORE AWARE OF ACTUAL SCHOOL ENVIRONMENT
D18	3.32	FUND-RAIS-ING	TOO MUCH FUND-RAISING	THAT FUND-RAISING BE ELIMINATED
D19	2.60	SNACK	EXCESS CANDY, COKES	THAT NUTRITIOUS SNACKS BE

APPENDIX A (continued)

D20	3.53	MORE FUNDING	NOT ENOUGH FOR NECESSITIES	THAT MONEY BE BUDGETED FOR SUPPLIES IN INDIVIDUAL CLASSROOMS
D21	3.46	BUSES	BUSING OF STUDENTS WHEN CLASSES ARE AT THE MAXIMUM	THAT STUDENTS GO TO SCHOOL IN OWN COMMUNITY
D22	3.03	ACTIVITY ON BUS	LACK OF DISCIPLINE ON BUSES TO AND FROM SCHOOL	THAT MORE STRICT DISCIPLINE BE ADMINISTERED

APPENDIX B

Need Statements By Category
Hart County Community Needs Assessment

Label	Topic	Rating	SD
** Category CLASS SIZE			
Average category rating = 3.92			
C01	OVERCROWDING	3.89	0.78
D16	CLASS SIZE	3.96	1.03
A04	COMBINATION ROOMS	4.17	1.11
B02	CLASSROOM SIZE	3.67	0.98
** Category MIDDLE SCHOOL			
Average category rating = 3.91			
D01	LEVEL OF EDUCATION FACILITIES	3.82	1.21
A09	MIDDLE SCHOOL	4.07	1.13
B16	MIDDLE SCHOOL	3.85	1.18
** Category GIFTED			
Average category rating = 3.87			
C05	ACADEMIC IMPROVEMENT	3.85	1.11
C07	GIFTED STUDENTS	3.89	0.91
** Category TEACHERS			
Average category rating = 3.84			
C08	TENURE TEACHER EVALUATION	4.35	0.73
C10	POLITICS	3.42	1.19
D10	TEACHERS	3.82	1.06
D13	TENURE	4.28	0.94
A17	TENURE	4.53	0.78
A19	AFTER SCHOOL ACTIVITIES	3.21	0.76
B01	TEACHER SATISFACTION	3.28	1.08

APPENDIX B (continued)

** Category ACADEMIC BEHAVIOR			
Average category rating = 3.73			
D05	MOTIVATION	4.00	0.81
D11	ENCOURAGEMENT/STUDENTS	3.46	1.16
** Category TEACHING SUPPLIES			
Average category rating = 3.61			
C02	SCHOOL SUPPLIES	3.46	1.19
D20	MORE FUNDING	3.53	1.03
B12	TEACHING MATERIALS	3.85	0.90
** Category PARENTS, HOMES, COMMUNITY			
Average category rating = 3.56			
C09	PARENT PARTICIPATION	3.78	0.98
D02	PARENT INVOLVEMENT	3.64	1.01
D17	PUBLIC OPINION	3.39	1.16
A07	COMMUNITY RESOURCES	3.28	1.10
A01	PARENT APATHY	3.78	1.10
A20	PARENT-TEACHER CONFERENCE	3.07	1.26
B14	PARENT PARTICIPATION	3.85	0.99
B15	COMMUNICATION	3.67	0.76
** Category CURRICULUM AND PROGRAMMING			
Average category rating = 3.54			
C04	FINE ARTS	3.03	0.89
A03	LEARNING DISABILITIES	4.14	0.73
A13	SEVEN PERIOD CLASS DAY	3.35	1.40
A21	PHYSICAL EDUCATION	3.17	1.13
B05	UNHAPPY STUDENTS	4.03	0.80

APPENDIX B (continued)

** Category LEARNING AND ACHIEVEMENT			
Average category rating = 3.44			
D03	EDUCATION	3.53	0.95
D09	HIGHER CURRICULUM STANDARDS	3.67	1.15
B06	WRITING SKILLS	4.17	0.89
B03	GENERAL KNOWLEDGE	3.03	0.81
B04	GENERAL KNOWLEDGE	2.82	0.91
** Category COUNSELING			
Average category rating = 3.43			
A08	STUDENT COUNSELING	3.50	0.95
A14	EDUCATE INSTEAD OF TRAIN	3.35	1.13
** Category ACADEMIC REWARDS			
Average category rating = 3.41			
C11	ATHLETICS	3.39	1.08
B08	AP CLASSES	3.42	1.25
** Category FUND-RAISING			
Average category rating = 3.41			
D18	FUND-RAISING	3.32	1.30
A22	FUND-RAISING	3.50	1.02
B11	MONEY	3.42	1.13
** Category AFFECTIVE BEHAVIOR			
Average category rating = 3.35			
D14	SCHOOL PRIDE	3.21	0.88
A05	STUDENT PRIDE IN SYSTEM	3.50	0.95
** Category KINDERGARTEN			
Average category rating = 3.34			
D15	KINDERGARTEN	3.35	1.36
A02	KINDERGARTEN SCHEDULE	2.85	1.12
B09	KINDERGARTEN STUDENTS	3.82	0.93

APPENDIX B (continued)

** Category BUSING			
Average category rating = 3.33			
D21	BUSES	3.46	1.16
D22	ACTIVITY ON BUS	3.03	1.10
A06	BUSING	3.57	1.09
B10	BUSING	3.28	1.03
** Category ADMINISTRATIVE/MANAGEMENT			
Average category rating = 3.28			
C06	BUSES	2.85	1.14
D08	COMMUNICATION	3.21	1.01
D06	TRANSPORTATION	3.35	1.21
D19	SNACK	2.60	1.47
A11	TEACHER-ADMINISTRATION RELATIONSHIP	3.89	0.68
A15	CODE OF ETHICS FOR TEACHERS AND ADMINISTRATORS	3.78	0.94
** Category STUDENT-TEACHER RELATIONS			
Average category rating = 3.26			
D07	ATMOSPHERE OF LEARNING	2.71	0.96
D04	DISCIPLINE	3.25	1.27
A10	HOMEWORK SHEETS	3.35	1.34
A12	STUDENT PRESSURE	3.71	1.18
** Category LUNCHTIME SCHEDULE			
Average category rating = 3.23			
D12	SCHEDULING	3.53	1.19
B13	LUNCHTIME	2.92	1.15
** Category SPORTS			
Average category rating = 2.93			
A16	ATHLETIC STAFFS	2.89	1.21
A18	OUTDOOR ATHLETIC FACILITIES	2.96	1.31

APPENDIX B (continued)

** Category MINORITIES (BLACKS)
Average category rating = 2.41

C03	MINORITY TEACHERS	2.46	1.12
B07	GENERAL KNOWLEDGE	2.35	1.17

APPENDIX C

71 Need Statements
Listed By Average Rating
(Highest to Lowest)
see Appendix A for text of statements

RATING	LABEL	TOPIC	CATEGORY	STANDARD DEVIATION
4.53	A17	TENURE	TEACHERS	0.78
4.35	C08	TENURE TEACHER EVALUATION	TEACHERS	0.73
4.28	D13	TENURE	TEACHERS	0.94
4.17	A04	COMBINATION ROOMS	CLASS SIZE	1.11
4.17	B06	WRITING SKILLS	LEARNING AND ACHIEVEMENT	0.89
4.14	A03	LEARNING DISABILITIES	CURRICULUM AND PROGRAMMING	0.73
4.07	A09	MIDDLE SCHOOL	MIDDLE SCHOOL	1.13
4.03	B05	UNHAPPY STUDENTS	CURRICULUM AND PROGRAMMING	0.80
4.00	D05	MOTIVATION	ACADEMIC BEHAVIOR	0.81
3.96	D16	CLASS SIZE	CLASS SIZE	1.03
3.89	C01	OVERCROWDING	CLASS SIZE	0.78
3.89	C07	GIFTED STUDENTS	GIFTED	0.91
3.89	A11	TEACHER-ADMINISTRATION RELATIONSHIP	ADMINISTRATIVE/MANAGEMENT	0.68
3.85	C05	ACADEMIC IMPROVEMENT	GIFTED	1.11
3.85	B14	PARENT PARTICIPATION	PARENTS, HOMES, COMMUNITY	0.99
3.85	B16	MIDDLE SCHOOL	MIDDLE SCHOOL	1.18
3.85	B12	TEACHING MATERIALS	TEACHING SUPPLIES	0.90

APPENDIX C (continued)

3.82	D01	LEVEL OF EDUCATION FACILITIES	MIDDLE SCHOOL	1.21
3.82	D10	TEACHERS	TEACHERS	1.06
3.82	B09	KINDERGARTEN STUDENTS	KINDERGARTEN	0.93
3.78	C09	PARENT PARTICIPATION	PARENTS, HOMES, COMMUNITY	0.98
3.78	A01	PARENT APATHY	PARENTS, HOMES, COMMUNITY	1.10
3.78	A15	CODE OF ETHICS FOR TEACHERS AND ADMINISTRATORS	ADMINISTRATIVE/MANAGEMENT	0.94
3.71	A12	STUDENT PRESSURE	STUDENT-TEACHER RELATIONS	1.18
3.67	D09	HIGHER CURRICULUM STANDARDS	LEARNING AND ACHIEVEMENT	1.15
3.67	B15	COMMUNICATION	PARENTS, HOMES, COMMUNITY	0.76
3.67	B02	CLASSROOM SIZE	CLASS SIZE	0.98
3.64	D02	PARENT INVOLVEMENT	PARENTS, HOMES, COMMUNITY	1.01
3.57	A06	BUSING	BUSING	1.09
3.53	D03	EDUCATION	LEARNING AND ACHIEVEMENT	0.95
3.53	D12	SCHEDULING	LUNCHTIME SCHEDULE	1.19
3.53	D20	MORE FUNDING	TEACHING SUPPLIES	1.03
3.50	A05	STUDENT PRIDE IN SYSTEM	AFFECTIVE BEHAVIOR	0.95
3.50	A08	STUDENT COUNSELING	COUNSELING	0.95
3.50	A22	FUND-RAISING	FUND-RAISING	1.02
3.46	C02	SCHOOL SUPPLIES	TEACHING SUPPLIES	1.19
3.46	D11	ENCOURAGEMENT/STUDENTS	ACADEMIC BEHAVIOR	1.16

APPENDIX C (continued)

3.46	D21	BUSES	BUSING	1.16
3.42	C10	POLITICS	TEACHERS	1.19
3.42	B08	AP CLASSES	ACADEMIC REWARDS	1.25
3.42	B11	MONEY	FUND-RAISING	1.13
3.39	C11	ATHLETICS	ACADEMIC REWARDS	1.08
3.39	D17	PUBLIC OPINION	PARENTS, HOMES, COMMUNITY	1.16
3.35	D06	TRANSPORTATION	ADMINISTRATIVE/MANAGEMENT	1.21
3.35	D15	KINDERGARTEN	KINDERGARTEN	1.36
3.35	A10	HOMEWORK SHEETS	STUDENT-TEACHER RELATIONS	1.34
3.35	A13	SEVEN PERIOD CLASS DAY	CURRICULUM AND PROGRAMMING	1.40
3.35	A14	EDUCATE INSTEAD OF TRAIN	COUNSELING	1.13
3.32	D18	FUND-RAISING	FUND-RAISING	1.30
3.28	A07	COMMUNITY RESOURCES	PARENTS, HOMES, COMMUNITY	1.10
3.28	B01	TEACHER SATISFACTION	TEACHERS	1.08
3.28	B10	BUSING	BUSING	1.03
3.25	D04	DISCIPLINE	STUDENT-TEACHER RELATIONS	1.27
3.21	D08	COMMUNICATION	ADMINISTRATIVE/MANAGEMENT	1.01
3.21	D14	SCHOOL PRIDE	AFFECTIVE BEHAVIOR	0.88
3.21	A19	AFTER SCHOOL ACTIVITIES	TEACHERS	0.76
3.17	A21	PHYSICAL EDUCATION	CURRICULUM AND PROGRAMMING	1.13
3.07	A20	PARENT-TEACHER CONFERENCE	PARENTS, HOMES, COMMUNITY	1.26

APPENDIX C (continued)

3.03	C04	FINE ARTS	CURRICULUM AND PROGRAMMING	0.89
3.03	D22	ACTIVITY ON BUS	BUSING	1.10
3.03	B03	GENERAL KNOWLEDGE	LEARNING AND ACHIEVEMENT	0.81
2.96	A18	OUTDOOR ATHLETIC FACILITIES	SPORTS	1.31
2.92	B13	LUNCHTIME	LUNCHTIME SCHEDULE	1.15
2.89	A16	ATHLETIC STAFFS	SPORTS	1.21
2.85	C06	BUSES	ADMINISTRATIVE/MANAGEMENT	1.14
2.85	A02	KINDERGARTEN SCHEDULE	KINDERGARTEN	1.12
2.82	B04	GENERAL KNOWLEDGE	LEARNING AND ACHIEVEMENT	0.91
2.71	D07	ATMOSPHERE OF LEARNING	STUDENT-TEACHER RELATIONS	0.96
2.60	D19	SNACK	ADMINISTRATIVE/MANAGEMENT	1.47
2.46	C03	MINORITY TEACHERS	MINORITIES (BLACKS)	1.12
2.35	B07	GENERAL KNOWLEDGE	MINORITIES (BLACKS)	1.17

APPENDIX D

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APPENDIX D (continued)

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